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A STUDY OF THE EXTRA-CURRICULAR ACTIVITIES
of
REDLAND COUNTY TRAINING HIGH SCHOOL
Tyler, Texas

В у

Czarina V. Smille

A Thesis in Education Submitted
In Partial Fulfillment of the Requirements

For the Degree of

Bachelor of Science

In the

Division of Arts and Sciences

Of the

Prairie View State College

Prairie View, Texas

August, 1935

ACKNOWLEDGEMENT

DEDICATED

The writer wishes to express her sin-

To

her appreciation for the inspiration and in-

My Beloved Sisters

and his interest in the development of this
thesis.

and

Brothers

C. F. E.

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ACKNOWLEDGMENT

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INTRODUCTION

The purpose of the education of today is to give to society an individual who not only has an accumulation of facts, ideals and aptitudes but who also has worthy habits which have been developed by practice and who has chosen wisely a vocation by which he is able to support himself, and who is able to take his place in the existing state of affairs and contribute to the future development of the civilization which he contacts.

There was a time when one's education was judged by the number of facts he had memorized and not upon his ability to apply the knowledge gained to the situations of life. Knowledge and practice must go together, for merely knowing facts does not say that the individual will act according to those facts. In order to function effectively in society the individual must act properly and in order to be able to do this, practice in proper actions is necessary and the student is handicapped who is not exposed to the proper situations and given the privilege

to enter into them actively. We should be given the opportunity to develop some fundamental ideals of self-government, democracy, cooperation, love of school, love of law and order, and initiative. He should carry his intelligence and ideals into every activity and force them to function correctly by continually watching, criticizing and correcting them. This is the school's opportunity to function in an effective way by providing the proper situations for practice in social relationships through properly organized and directed activities other than the regular curriculum. These activities resembling, as far as, possible, life situations.

The personnel of the secondary school is, adolescent children, whose physical mental and social characteristics develop very rapidly and whose interests, aptitudes and capabilities are different. So the program of the school should attempt to utilize these characteristics and divert them into wise and intelligent expression, taking into consideration their individual differences. This can only be accomplished through participation in the extra-curricular activities of the school on the part of both pupils and teachers.

At one time all activities carried on by pupils on their own initiative and under their own control with no thought of credit or promotion, were looked upon as a manifestation of an excess amount of energy and a harmless means of leaning and letting pupils exhaust it. The sole aim of the school in old days was the development of the intellect and little attention was given to the various physical, social, or moral needs of the individual. The condition in the schools at that time were due to the history and tradition of the school. There was little need for extra-curricular activities then, because physical training was provided on the farm for the boys and in the homes for the girls. Society was not as complex as it is today, and there were but few social attractions and relationships. All problems of civic and business enterprises were solved by those immediately concerned. The school was not expected to contribute anything toward the solution of the problems which confronted society but was looked upon as a cultural asset to the individual and society, but with the growing complexities of life and as a result of great modern movements higher standards of living,

economic situations which gives more leisure time, increased intelligence, desires and activities of adolescents came new demands on the agencies of education. It was found that the curriculum which was then organized in terms of subject-matter only, was not adequate to hold the interest of the students. It was found necessary to introduce such subjects outside the curriculum as health, debating, dramatics, music, physical education, and dramatics to keep pupils interested in their work, increase enrollment and insure regularity in attendance. These activities bring the students participating in them, in contact with his fellow students, and teachers in a manner which otherwise would be impossible.

Extra-curricular activities develop self-reliance, honesty, perseverance and respect for rights of others, and awakens the social consciousness of the student to the extent that he has a desire to enforce and frame regulations to live by and is anxious to give intelligent obedience. A school democracy must be animated by the spirit of cooperation of student and teacher.

Extra-curricular activities should grow out

of curricular activities, and help to motivate them.

It should be the objective of the school to so socialize work in the studies, that the student may find within the school, the special field for their activities as a citizen. These organized activities of school socialization should be motivated by accepted educational objectives, in fact they should be an integral part of the school program of study. Good citizenship cannot be taught by giving a set of rules or maxims, but must be gained by the give and take of social life itself. To give the student the power to realize the moral implications of his own conduct and to evolve a code of ethics for evaluating social experiences from the experiences in which he is himself engaging is to make him an active agent of civilization, cooperation and social sympathy. Situations, in school that will be met outside of school activities are fundamental in guiding conduct and these experiences bring about moral training through experiences itself, for the experience of a student in the company of his associates is the best moral training he can have. Social disapproval is a quick and direct way of reforming conduct that is worth many moral lessons. Moral character

is developed by the formation of habits through experiences. It is only when there is freedom to act that any moral issue is involved. One cannot develop in children a sense of responsibility to act rightly when they are denied freedom of choice as to their actions.

Where extra-curricular activities are well established and properly conducted, not much effort is required to get the cooperation of a large number of the pupils.

Since activities that are considered extra-curricular in one school may be considered curricular activities in another school, educators have been greatly confused on a definition for extra-curricular activities.

Charles R. Foster says that extra-curricular activities are those legitimate activities not provided for in the regular school curriculum while other authors hold that extra-curricular activities are those activities of the school that are outside of the curriculum, and developed through the student's own desires and efforts, that are carried on apart from the regular school program, and that are participated in without

the reward of regular school credit. These definitions fail to meet the situation of today in that many of the activities are motivated largely by the teacher and controlled by them, some participation is required by all pupils and credited toward graduation is frequently allowed, so a definition that would cover the present situation and meet the changed conditions would probably designate extra-curricular activities as those voluntary tasks which are carried by pupils in addition to the regular classroom requirements. Either after school hours or at a time within the program specially designated for such purpose, and in many instances credit toward graduation is given.¹

In the progressive schools of today the attitude toward extra-curricular activities of the pupils has entirely changed from a generation ago. Many activities which were formerly considered extra-curricular activities are being admitted more and more into the curriculum. Today these activities are recognized not only as an entirely legitimate part of the teacher's responsibility, but they are regarded as important means in education.

¹

Foster, Charles - Extra-Curricular Activities p. 62

In many secondary schools, time is regularly devoted to promoting them. The responsibility of their supervision is now looked upon as a part of the teacher's regular work. Some schools make allowances in their budget which provide equipment and supplies to carry these activities on while in other schools the financial administration for all extra-curricular activities is borne by the main school office.

The school has recently come to realize the importance between the mastering of school task, the learning that takes place outside the school, and the wise school principal has come to see that he and his teachers are not fulfilling their true function as instructors, guides and counsellors for the youth unless they also help organize and direct the leisure time activities of their pupils. The extra-curricular program is so important that a regular period each day has been set aside to promote it. This period is usually designated as the activities period. This plan develops a better spirit of co-operation on the part of both pupils and teachers. The activities period prevents the program from interfering with the after school plans of parents,

employees and others to whom the pupil is accountable. Every teacher should have at least one period free to help direct the extra-curricular activities which interests him or her most, because they require time, organization and direction.

In the light of the foregoing statements, the objective of this thesis is to determine the efficiency of the extra-curricular program of Redland County Training High School and set up a model program that will meet the needs of the school more effectively.

Redland County Training High School is a three year high school located in VanZandt County for Negroes with a faculty of four teachers, two of whom are identified with the high school department which at present consists of thirty-seven students.

The program of the high school is crowded, because of a lack of teachers and certain problems must be studied in order to meet the demands of each student in the high school.

1. Determine whether the extra-curricular activities of Redland High School are commensurate with present day tendencies of extra-curricular programs.

2. Comparison of the extra-curricular activities conducted in Redland High School with the extra-curricular program of other schools of its size.

3. Decide whether the extra-curricular activities as operated in Redland High School are helping to meet the aims and objectives of the school efficiently.

4. To suggest ways and means of improving the extra-curricular program of Redland High School in terms of present day needs.

student is free to participate.

2. To develop relationships among the students in Redland High School that will help them form the right type of society in present and future life.

3. To create and maintain practical habits which will protect knowledge and experience that will correlate with the theoretical teachings of the regular curriculum.

The principal is the responsible officer of the extra-curricular activities program and each activity has his approval. All activities are supervised by one or more members of the faculty. The

CHAPTER II

Extra-curricular program of Redland County Training High School, Tyler, Texas will be considered in this chapter.

The following are the principle objectives of the extra-curricular program as operated by Redland County Training High School:

1. To provide practical situations similar to those they will face in life in which each student is free to participate.

2. To develop relationships among the students in Redland High School that will help them form the right type of society in present and future life.

3. To create and maintain practical situations which will produce knowledge and experiences that will correlate with the theoretical teachings of the regular curriculum.

The principal is the ex-officio member of the extra-curricular activities program and each activity has his approval. All activities are sponsored by one or more members of the faculty. The

financial administration for all extra-curricular activities is borne by the concentrated efforts of the faculty, student body, and Parent-Teachers' Association. All official capacities other than that of sponsor is filled by students and all students of Redland High School who meet the requirements of the activity concerned are eligible to membership or participation in said activity. All of the students of Redland High School are participants in the extra-curricular activities of the school.

Extra-curricular participation in Redland County Training High School with regional and national in the type of participating one school in Redland High School.

In the school set up the responsibility for extra-curricular activities has been shifted from the principal and teachers to the students by means of a student council.

Student Council: A student council is an organization within the school which co-operates with the faculty and aims to provide service to the school and its pupils and help in putting them effectively

CHAPTER III

SET UP OF A MODEL EXTRA-CURRICULAR PROGRAM FOR REDLAND COUNTY TRAINING HIGH SCHOOL

I have chosen a study of extra-curricular activities in relation to school government in order to encourage and help formulate a program that will give the students the needed experience of participating in the government of the school as well as developing many essential qualities.

In this unit I shall attempt to compare the extra-curricular participation in Redland County Training High School with suggested model programs in the hope of developing one suited in Redland High School.

In the model set up the responsibility for extra curricular activities has been shifted from the principal and teachers to the students by means of a student council.

Student Council:- A student council is an organization within the school which cooperates with the faculty and attempts to provide training that will fit girls and boys to perform more effectively

the duties involved in a democratic form of government.

The organization of the Student Council in any school should grow out of the life of the school in relation to its needs and should be initiated and conducted by the pupils who set up their own objectives with the approval of the principal. The form of government best suited to the group and best fitting the situation in each should be adopted by each particular school. It is therefore impossible to designate any one type of student council organization as being best suited to any particular school.

In light of modern concepts of student council organizations, I shall make a few comparisons of the now existing student organization of Redland High School and at the same time I shall attempt to work out a model student council organization in light of the problems presented by the extra-curricular program might be adaptable to the now existing situation.

Model Organization of Student Council for Redland High School

I. Ultimate Aims:

1. To train the student for worthy citizenship through the development of self-

control, self-reliance, initiative, leadership, etc.

2. To develop intelligent leadership and the ability to follow intelligent leadership.

3. To encourage worthy use of leisure time and to provide the facilities for attaining the same.

4. To establish better understanding, better spirit and cooperation between students and faculty.

5. To develop interest in school work, school spirit, and school pride.

III. Immediate Aims:

1. To develop the sense of individual and group responsibility.

2. To provide for self-expression of pupils.

3. To develop the ability to see both sides to a question.

4. To promote law and order

IV. Organization

1. Membership

a. The council shall consist of one representative selected from each home room and one general representative from the club.

b. One member of the faculty appointed by the principal as advisor.

c. The eligibility requirements for membership shall be a bonafide attendance at Redland High School with an average grade rating.

-Election-

Election to membership shall be held at least one month before commencement each year so that the representative will be eligible to serve when school opens in the fall.

-Officers-

I. President

1. Shall preside at all meetings of the council and call special meeting of council when necessary.

2. Shall have power to appoint committees.

3. Shall vote only in case of tie.

II. Vice-President

1. Shall serve in absence of president.

III. Secretary and Treasurer

1. They shall perform the usual duties connected with their respective offices.

-Time and Place of Meeting-

The regular meeting shall be held everyday during the regular activity. The various committees shall arrange their own meetings.

SOME SUGGESTED PLANS - CLUBS

-Debating Society-

AIMS:

1. To develop a valuable skill in organization of materials, a skill which is important not only in debate but in the

practical affairs of life as well.

2. To develop in the students the mechanics of public speaking, which is a valuable ability in whatever vocation he may choose.

3. To develop cooperation in the individual.

4. To develop originality, instills honesty and courtesy. It develops leadership, and it trains in thoroughness.

ACTIVITIES:

The activities of the club would be preparing for debates, going on debating trips, and entertaining the visiting debaters.

MEMBERSHIP:

The membership is open to all students of the Redland County Training High School.

Meetings:-

This Society shall meet every week during the regular activities period.

-History Club-

This club is sponsored by the history teacher. The meetings are held during the regular activities period.

AIMS:

1. To create interest in history.

2. To acquaint the student with current events in history.

Activities of this club will consist of socialized study of history reports made on important topics. Class subscribe for a current history paper and to visit all historical points in or near the community. Membership to this club is dependent upon one taking history.

-Athletic Clubs-
(Boys and Girls)

AIMS:

1. To develop healthy bodies
2. To develop a keen intellect and a sound character.
3. To develop the student's knowledge and skill in the various sports.
4. To develop good sportsmanship.

Activities of this club will be the playing of various sports during the season for the same and occasionally sponsoring a social.

These athletic clubs will meet during the activities period and membership to this club includes every student in the Redland County Training High School, and those of the sixth

and seventh grades.

-Pep Squad-

In connection with the athletic club has been organized an efficient and enthusiastic pep squad whose duty and pleasure it is to boost all activities of the athletic club and sustain the morale of the teams.

-Music-

Each pupil is given a try-out and whatever he is found to excel in, he is trained in that phase of music and allowed and encouraged to contribute his best for the school in choral, solo, group, or duet. Music is so closely allied with every activity of the school that it is not classed with the extra-curricular activities but as a necessary part of the curriculum.

-Better English Club- (Sponsored by English teacher)

AIM: To create interest in the English language

ACTIVITIES:

To study the fundamentals of the English language and to become adept in the correct usage of the English language.

-Redland High School Social Club-

AIM: To furnish clean entertainment for boys and girls. Its ideals are very cultural and original.

-Student Publication-

AIMS AND OBJECTIVES:

1. To encourage students who possess talent for writing to develop that talent.

MEMBERSHIP:

Any student interested in this work may become a member. Reporters are appointed to cover all activities of the school. It shall (1) issue publicity pamphlets and use bulletin board as means of publicity; (2) provide publicity for various school campaigns and commendable work about the school; (3) be responsible for all school news; (4) arrange for general assembly, special day programs and exhibition work.

-Discipline-

1. See that each student does his duty toward keeping the school grounds clean.
2. Provide for beautification of school campus through the use of native shrubbery and

flowers.

3. See that all equipment is in the very best order at all times and all refuse papers, and other useless articles are placed in incinerators and burned.

-Care of School Property-¹

1. Care for school flag
2. Teach respect for all property

FINANCE:-

1. Assume responsibility for financing all extra-curricular activities.
2. Care for and distribute funds.
3. Audit all organizations.
4. Budget all activities.

-Home Room-

This activity is not well organized and has no official recognition as such. It has been used by each teacher as a partially organized activity to (1) create and maintain high standards in class room work; (2) to develop individual and group in-

¹ Borgeson - Extra-curricular Activities - Vol. I
p. 74

initiative right habits and ideals, and (3) to provide opportunity for the development of intelligent obedience to authority. In our present set-up we shall have a president, secretary, attendance, officer and representative to the student council. The officers will hold their office for one semester.

The attendance officer check attendance and investigate absentees.

President takes charge of room in teacher's absence. They shall meet the first period each morning from 8:45 to 9:00 o'clock.

-Powers of the Council-

1. It shall have power with the consent of the principal to make and enforce any rules necessary for effective government.

2. It shall supervise and have final decision in all matters concerning extra-curricular activities of the school.

3. It shall supervise all financial matters pertaining to the extra-curricular activities of Redland High School and shall appoint an auditing committee of twomembers who with the help of the principal shall

audit all books.

4. The principal having delegated power to the council has the right to veto any measure or action passed by the council.

5. It shall organize clubs upon request of students or suggestion of a teacher. Before they are accepted they must be approved by the principal.

They shall have their own constitution and by-laws. Each club shall be sponsored by some member of the faculty chosen by the Student Council.

Additional Activities that May be Carried on by the Student Council¹

1. Cultivate proper attitude toward questions confronting students.

2. Promote activities which will create a desire for neat appearance of students.

3. Teach manners and courtesy for home, street, church, party, and school.

4. Determine eligibility for athletic teams, officers and clubs.

5. Make awards for scholarship and

¹ Fretwell, E. K. - Extra-Curricular Activities p. 47

citizenship in the school.

6. Supervise sanitation work.

7. Conduct clean up week program.

8. Conduct activities of better health week.

-Assembly-

At the present time arrangement for the assembly is very poor. In the first place, it breaks into the class period which is scheduled to follow it, for usually the program runs over time. In the second place, it convenes too often. This places too great a strain on the teachers and pupils of the home rooms in preparing for these programs. The home rooms in preparing for these programs use all of the students and teachers extra time preparing for them thus defeating the purpose of the home room.

In setting up the model program I am suggesting that the assembly meet once a week on Fridays for forty-five minutes. This period will run from 11:30 to 12:15 which is the period preceding the lunch period. In this set-up there is no chance for assembly period to disrupt a class period. There is plenty of times in every instance to give a decent

program and not have it running over time. This set up will give each home room eight programs to prepare for assembly during the school year rather than one each week, which is very strenuous on the teacher and student along with the other activities to be practiced and prepared for.

-Schedule-

In framing a model set-up for the extra-curricular activities of Redland High School the schedule must be revised to suit the few changes made. I am suggesting that the home rooms hold their meetings in the morning from 8:15 to 9:00 o'clock everyday. Heretofore the teachers in the home rooms used some part of a class period after school hours or recess period in which to hold meetings but this plan provides plenty of time for checking upon absentees and attending to necessary business and projects of the home room without robbing the student of their class or recess time. Four, forty-five minute periods running simultaneously with the assembly period are set aside as the activities period during this period each day the various clubs and extra-curricular activ-

ities will meet. This arrangement gives the extra-curricular activities chance to meet during school hours which allows for a greater and more comprehensive participation by the students.

On Monday and Wednesday, all literary clubs will meet. On Tuesday the Boys' Vocational and the Girls' Home Economics clubs will meet, and on Thursday the Athletic clubs will meet. All meetings being held during the activities period. This program gives all of the high school students an opportunity to meet and take part in the athletics program at least one phase of it and one of the literary clubs if they desire.

Advantages of the Model Set-up of Extra-Curricular Activities -

This plan is simple and gives a chance for growth. It is well suited to the situation existing in Radland High School.

The representation from home room is practical since most of the problems arise in home rooms and can best be settled through them. Reports and decisions from the individual home rooms being presented to the student council by the representative

from each home room this plan of representation gives a chance to lessen the gap between the viewpoints of the students and teachers.

Since the enrollment of Rodland High School is not large, a rotation of representatives in the council will train more pupils for leadership. All other organizations will be controlled by the student council, for this reason it is logical to allow them representation in the council.

This model plan of controlling extra-curricular activities relieves the principal and faculty of a lot of work which can be successfully handled by the student body.

 The organization, and the control of extra-curricular activities.

Just as the school is a body, so the extra-curricular activities of the school, and the control of the same, should be a body, and the control of the same should be a body, and the control of the same should be a body.

The school council should have the control of the same.

S U M M A R Y

At one time extra-curricular activities were looked upon as a means whereby children rid themselves of excess energy, the only benefit derived from them was that of exercise. In this study of extra-curricular activities, we find that out of the old topic book centered school, in which the paramount issue is the development of worthy aims and desirable behavior in meeting the situations that confront the child daily.

There have been national, state, and local pioneers in the study of extra-curricular activities and out of the conflict of ideas, and out of the conflict of ideas, agreement and disagreements we have tried to reach some definite conclusions concerning the organization, meaning, and functions of extra-curricular activities.

Most authors are agreed that extra-curricular activities of the school, not provided for in the curriculum, but which grew out of the eye of the school and is initiated by the student or students.

High school students have always been interested

in play, parties, clubs and games, whether they were guided or not; so that they have not always contributed to the general development of the pupil intellectually. The tendency of today is to organize, supervise, and direct the child's activities other than that included in the curriculum. Not by assuming control of these activities, but by permitting the student to express his desires, formulate rules to govern self by subject to approval and cooperation of the principal. The teacher should provide and expose the student, in a large measure, to life-like situations, so that he may develop into an intelligent being. One who knows how to live well himself, and at the same time, makes appreciable contributions to the society in which he lives.

To accomplish this, the school systems of today provide clubs, student councils, and home rooms, all of these afford means by which the student may learn to live democratically.

CONCLUSION

In the light of the foregoing discussion of extra-curricular activities, we have formed the conclusion that instead of being an unimportant and possibly pernicious manifestation of a pupil's depravity, extra-curricular activities are absolute, and necessary in the proper development of the student.

There must be more emphasis on the newer techniques of the classroom, whereby the pupil shares in organizing and conducting and thinking through the situations arising in the extra-curricular activities. It is true there is dire need of teacher guidance, but not domination. The teacher should arrange the situation so that there is a favorable opportunity for pupils to plan and act intelligently and then expect and demand achievement on a pupil level. Many extra-curricular activities can grow out of interests discovered in the curricular field as well as the curriculum. To experiment with new and promising materials and procedures is great, but the greatest exploration is that of the pupil himself, his interests, his curiosity, and

his abilities. We find them having initiative, capacity for cooperative effort, ability to lead the right conception of the rights of others, intelligent obedience to authority, and in the art of living successfully with one's fellowman.

Pupils must go to school, teachers should make them happy, there must be active, possible positive creative activity, and faith in one's self.

The dominant idea in education today is to utilize the whole school situation, to attain the aims and functions of secondary education, and extra-curricular activities are playing an outstanding role in the program.

The teacher must assume responsibility for developing the extra-curricular activities which must be supervised, public opinion must be developed. The principal is the hub of all activities and his ability to awaken, to inspire, and to lead in a modern high school will be indicated in part, at least, by the morale of his student body. As the leader of the school, with the help of his teachers and pupils, he may develop a constructive policy for growing the extra-curricular activities of the school. In this way his

school will be able to utilize all educative experiences for the growth of the pupil.

Our final conclusion is that the pupil, teacher and supervisor should appreciate the privilege of sharing eagerly and happily in the whole growing creative life of the school.

Below, Harry C. - *Director of Education - Illinois*
Urbana, Illinois, 1917.

Below, James - *Director of Education - Illinois*
Urbana, Illinois, 1917.

Below, Joseph - *Director of Education - Illinois*
Urbana, Illinois, 1917.

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